



# Lydgate Junior School

## Positive Relationships Policy



- Article 2: Every child has the same rights, whatever their race, colour, gender, language, religion, ethnicity, disability or any other status
- Article 14: Every child has the right to their own beliefs and opinions and to share them freely
- Article 12: Every child has the right to be heard and listened to
- Article 15: Every child has the right to choose their own friends and to set up groups
- Article 28: Every child has the right to an education... Discipline in schools should respect children's rights and never use violence.
- Article 31: Every child has the right to relax, play and take part in activities

### 1. Introduction

Lydgate Junior School is a Rights Respecting School, a community where children's rights are learnt, taught, practised and based on the UN Convention for the Rights of the Child. We believe that children should grow up aware of these rights and to respect these rights for themselves and for others. We try to centre all we do on these rights. As a Right Respecting School, we believe that teaching children about rights will promote positive behaviour and relationships, and will help them become successful, responsible adults.

Our code of conduct underpins the Positive Relationships Policy.



We believe good behaviour is based on mutual respect and positive relationships. This starts from the moment the child enters school in the way that adults interact with the children, and the way children interact with each other. By delivering this Positive Relationships Policy we aim to promote a high-quality learning environment in which each person is valued and respected for their cultural and language background, gender, faith, class, ability, sexuality and age.

Aims:

- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To make Lydgate Junior School an exciting, enjoyable, engaging, safe and caring environment where children can learn to reach their potential.
- To make appropriate responses to every behaviour.
- To develop and promote respect between adults and children, and children and other children.
- To build self-esteem and self-worth.
- To provide a structure in which children, staff and families know what is expected of them.
- To work in partnership with parents/carers to help children develop self-discipline, the ability to manage their own behaviour and to take responsibility for their actions.
- To ensure that children's learning opportunities are enhanced by other children's behaviour and respect for their rights.
- To protect and respect the environment.
- To ensure children are listened to, and learn to listen to others.

## **2. Key Principles of Behaviour Management at Lydgate Junior School:**

### **Being Inclusive**

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parent/carers, and governors about our expectations.
- All pupils have the right to be educated well no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to be reflective and curious as adults.

### **Being Positive**

We enjoy a position where the vast majority of behaviour in our school is good – pupils are helpful, thoughtful, kind, supportive and engaged almost all the time. We have consistently high expectations for behaviour in our school, and within the wider community, and we seek to promote these expectations in partnership with staff, governors, pupils and parents/carers.

- We should recognise positive behaviour through positive reinforcement.
- We should provide pupils with honest and sensitive feedback on their behaviour and learning.
- We should always place a pupil's behaviour in context, listening to their point of view.

- All adults in school should be good role models and use positive reinforcement and follow the code of conduct - **Be safe, Be kind, Be respectful.**

### **Being Assertive - We all have rights**

- Pupils have the right to learn, and teachers should be able to teach.
- Pupils are reminded to say 'Stop it I don't like it' if they need to.
- Pupils and staff have the right to feel safe, and should be appreciated for their contributions.
- Parents and carers have the right to be involved, and to be assured that their children work, play and learn in a friendly, safe and helpful school.
- In order to exercise these rights we all have to make a contribution – rights cannot be enjoyed to the full if the school community is passive. The school will, therefore, encourage and support children and adults in promoting and exercising these rights to the full in their own interest and the interests of others.
- Good choices made by children should be recognised, acknowledged and rewarded appropriately.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school and therefore we will challenge it.

- and to respect of these rights we will.....

- |   |   |
|---|---|
| • listen  | • help and support children to regulate |
| • stay calm   | • expect the best from each other       |
| • expect the best from ourselves                    | • encourage                             |
| • discuss   | • make time for others                  |
| • be polite   | • help and understand each other        |
| • be on time  | • solve our problems in a fair manner   |
| • help others feel included                         | • look after each other                 |
| • be honest   | • work and play safely                  |
| • respect others                                    | • share time                            |
| • share equipment                                   | • ask for help                          |
| • co-operate  |   |
| • solve our problems using words and not aggression |   |
| • provide calm safe spaces                          |   |

All children have the same rights and everyone should be mutually respected. To help protect the children's rights we have a **Whole School Charter** which was created by the Rights Respecting Schools Council in consultation with all members of our school community. Each class creates their own charter at the start of each year. The Class Charter is created by the children and staff within the class and everyone signs up to it, agreeing to respect the chosen rights for themselves and others. They also sign up to the Whole School Charter.

It is important that both of these charters are discussed and referred to as part of behaviour management strategies regularly.

### 3. Promoting Positive Behaviour

#### Whole-school level – Lydgate Junior School is a Rights Respecting School:

- All adults must understand and demonstrate the school's core beliefs and have high expectations for behaviour.
- Rights Respecting School lessons, PSHE lessons and assemblies are all used to develop children's social, emotional and behavioural skills. Teaching about the Global Goals develops respect for the environment.
- Positive behaviour around school; in classrooms, cloakrooms, shared open areas, outside areas and the hall, is promoted and celebrated and adults lead by example.
- Parents/carers are aware of and contribute to the school's positive behaviour ethos.
- The school uses the language of '**choice**' and '**rights**' concerning behaviour.
- The whole adult school community models controlled, respectful verbal and non-verbal behaviour and is polite to the children and adults.

#### Classroom level:

- Through the RRS lessons, teachers build up a picture of how well children understand their rights.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are planned to be interesting, appropriately challenging and differentiated.
- Appropriate behaviour is taught and reinforced on a regular basis.
- Children are taught the language of sharing and cooperation, rights, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.
- All adults are to be aware of children with emotional, social communication and other difficulties and may make adaptations to managing behaviour where necessary.
- There are class charters and rewards, devised through discussion and agreed with children, promoting positive social and learning behaviours, teaching children about their rights and ways to respect others rights.
- Additional rewards (beyond the normal warm, engaging classroom atmosphere, individual appreciation and positive relationship with the class teacher and other staff) include: team points, dojos, stars of the week (VIP TEA), class treats, 'marbles in the jar', sharing achievements with members of staff, and other systems designed to promote positive behaviour.
- Appropriate behaviour is quickly noticed and celebrated by all adults and peers.

#### Individual Child Level:

All children's strengths are recognised and celebrated by the school community. Staff notice and draw attention to good or improved behaviour. There are systems which allow all children to achieve in class rewards and recognition in reward assemblies and Headteacher awards. Systems are in place for every child to develop personal reflection, respect for self, others and environment, and to develop their understanding of personal responsibility for behaviour. **Reflection time** is used if a child continues to make wrong choices, to support what could have happened if they made different choices and take responsibility for their actions. Reminders are used before reflection time to enable children to change the behaviour challenged.

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Where a child has difficulties in developing or sustaining appropriate behaviour, there are systems which give additional support and attention. These include individual sticker charts, personal visual timetables, emotional, social and mental health support in the Hub provision, regular contact books with parents/carers, social stories, support to understand the Zones of Regulation, TA support, behaviour support plans and referrals to the senior leadership team where necessary.

#### **4. Dealing with inappropriate behaviour**

Lydgate Junior School has agreed consequences for different stages of behaviour. We have agreed, however, at every level of school leadership, that context is vital, and that direct, immediate, specified and inevitable consequences are not always appropriate. The context around observed behaviour might require consideration of the child's recent experiences, the actions of others, safeguarding issues, trauma experience, Special educational needs or disability, for example. As stated previously, every behaviour should have a response, but this response should not be prescribed.

There are clear systems, which are used across the school and understood by all, for dealing with inappropriate behaviour. These are adapted for individuals and classes as required.

Each child should be given a fresh start as soon as possible.

A child should be given time to reflect and then apologise for wrong behaviour choices.

Staff will always consider how the classroom or other context can be reorganised to support the children and either prevent inappropriate behaviour or prevent reoccurrence.

**Most behaviour issues in the classroom and around the school are to be dealt with by the class teacher** or the first adult who observes the behaviour or is informed of the incident. Rights Respecting language is used by the adult when talking with the child.

(i) Lowest level (in response to wrong choices such as talking to peers when an adult is talking, calling out answers instead of allowing others to answer, making silly comments to get attention, minor squabbles with peers) responses:

- In the first instance staff are expected to use appropriate behaviour management strategies to deal with behaviour problems in their own class.
- Any next steps should not be taken unless and until the child / children have been spoken to about their behaviour by their class teacher / member of staff.
- Moved within the classroom
- Supported in their learning
- Reminded about the rights of all the children (being affected negatively)
- Warned about the consequences of their behaviour

(ii) Low level (in response to wrong choices such as actions that stop others from learning, rude language, aggressive behaviour, damage to school property, refusal to follow an instruction) responses:

- Responses from the previous level may be reused or introduced, particularly reminders about the right to learn and to be safe, and how this applies to all pupils.
- If, following the class teacher's own behaviour strategies, the child's behaviour is deemed to be affecting their own and other children's learning, they may be sent to another class within the year group for a time with their work.

- The support of the Year Leader may be used to impress the seriousness of the problem behaviour(s).
- The child may lose 'privileges' or opportunities, such as part or all of a break time, access to certain play areas, etc.
- Child may be sent for **Reflection time** with SLT at lunchtimes.
- Parents may be informed and involved if the seriousness or frequency of the misbehaviour is a concern.
- A behaviour monitoring system may be implemented.
- Supported in their learning.
- Reminded about the rights of all the children (being affected negatively).
- Warned about the consequences of continued inappropriate behaviour.
- Records are kept. The child(ren) may be informed about the record being completed. CPOMS (Child Protection Online Management System) is used to log and communicate these more serious concerns and incidents and the responses used.

(iii) Higher level (in response to misbehaviour such as inappropriate language, repeated misbehaviour for attention in class, aggressive behaviour towards others, persistent disruption, sexual harassment, racist comments / incident, threats) responses:

- Responses from previous levels may be reused or introduced, particularly reminders about the right to learn and to be safe, and how this applies to all pupils.
- A child may have 'privileges' withdrawn, for example losing playtime or lunchtime play. The member of staff issuing the sanction must supervise the child / children, and where serious incidents occur a Year Leader or member of Senior Leadership Team (SLT) may supervise the child during this time.
- Where a child's behaviour is causing concern, a meeting will be arranged with the class teacher and the child's parents / carers, to review strategies to promote positive behaviours.
- Strategies will be agreed, implemented and monitored.
- If there are persistent concerns, a subsequent meeting will be called which will include a member of the Senior Leadership Team.
- Recognition of pupils' difficulties may be supported by a plan such as a behaviour support plan, MyPlan, an altered timetable, or a communications book, which will be drawn up in consultation with parents / carers and the pupil concerned.
- In the interest of fairness, the pupil will have opportunity to express his / her view or version of events.
- Racist comments / incident must always be reported to a member of the SLT through CPOMS recording
- All such incidents and concerns will be logged using the school's recording systems.
- The Year Leader will be involved in the process, to impress on all concerned the heightened level of concern and seriousness.

(iv) Highest level (in response to misbehaviour such as dangerous and extreme behaviour, continued serious bullying, serious or persistent undermining of good order and conduct, deliberate and / or sustained assault, whether on pupils or adults) responses:

- Responses from previous levels may be reused, introduced or individually adapted, particularly reminders about every child's right to learn and to be safe, every adult's right to teach and to be respected.

- If all other reasonable avenues have been exhausted, internal exclusion from class or formal fixed-term suspension may be applied. The school follows the guidelines set by the Department of Education for exclusions. Suspension at lunchtime counts as a fixed-term suspension.
- In the event of a serious incident that may affect the safety of the child, other children, or any adult, a member of the Senior Leadership Team must be immediately informed and they will attend immediately (**Red Card system**). Walkie Talkies are used to get support.
- Permanent exclusion is an absolute last resort. A decision to suspend can only be made by the Headteacher, and all processes must comply with legislation and local guidance. The school will work actively in pursuing alternatives that avoid suspension and that support a child's right to a quality education that meets their individual needs, where possible.

## 5. Investigating incidents, and our immediate response

Incidents can occur because of a clash between children who have only considered their own needs or interest. They forget the right of the other child or respect for the adult to be safe or to enjoy their learning / teaching.

Our immediate concern will be to make sure everyone is safe and receiving any care needed.

We will always give reasonable effort and time to listening to both (or all) sides of an incident or complaint before deciding on an appropriate response. By doing so we will ensure children are safe, and have their voice and opinion heard. The time between an incident and the response may vary depending on the circumstances, complexity and other factors (such as the time of day when something occurred or the willingness and ability of a child to reflect and communicate effectively and honestly).

Children and staff may need time to calm and regulate before they are ready to talk and listen about an incident. Children in the red zone are not in their thinking brain so need to be calmed before they can talk, this may be the next day, but must be followed up. **The right time for talking and reflection is important.**

## 6. Time we spend talking to parents

A partnership approach will almost always lead to a better outcome for the child.

We endeavour to keep parents informed, from very early on after an incident or complaint, right through to review after actions are implemented and impacting. However, school staff do have to make judgements about when to share information about a child's behaviour – intervention at the lowest level, especially when successful, does not need to be passed on.

We will also take advice from parents / carers where this might help us identify successful approaches or underlying causes of poor behaviour.

Parents' / carers' initial concerns about their child's behaviour or about any incident where they have been harmed should be raised with the class teacher. We will not necessarily always be able to meet with a parent / carer straight away, but will always make contact as soon as possible.

## **7. Inducting new pupils**

The arrival of a new pupil into a class is an excellent opportunity to revisit the Class Charter. The class teacher will ensure that every new pupil (we have only a third of the local average pupil movement during the school year so there may be only one or two new pupils in any class in a year) signs up, literally, to the Class Charter and understands the Rights of the Child convention, and how it drives our school ethos.

## **8. Rewriting Class Charters**

Class Charters are formulated at the start of each year, collectively, as part of our RRS work in each class's teaching timetable. Because the process is fully inclusive, all children and staff sign-up to their Class Charter.

The Class Charter can then be referred to throughout the year, and revisited as necessary (such as when a new pupil joins the class or after a significant incident). Within the planning for RRS teaching we focus on different Articles from the Charter, and this may need classes to review their Class Charter.

Class Charters are displayed clearly.

## **9. Regular reminders about rules and expectations**

It is not enough for School to explain rules and expectations for behaviour just once on induction or once a year. It is not necessary either for rules and expectations to be made explicit every week or every day. However, without reminders rules can become unclear, and expectations for behaviour can lower.

Therefore, we will use appropriate points each half term to reinforce messages, expectations and rules. At the start of the summer term appropriate staff explore and explain what is acceptable and expected of pupils who use the areas. Changes to playground rotas allow us to remind children about how they work, and what they are, and are not, allowed to do each playtime.

## **10. Bullying**

### **a) Definitions**

At Lydgate Junior School a Rights Respecting ethos is embedded throughout our school. The children are taught about the values, attitudes and skills which foster mutual respect and caring towards others, creating an effective and caring school. The Rights of the Child are at our core and is the basis for all our policies and work. We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can learn, thrive and work together happily.

The staff at Lydgate Junior School, as the duty bearers, take very seriously the responsibility of ensuring that all children's rights are met fully. The aim of this policy is to protect the rights of all children.

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Bullying is simply unacceptable. While defined as 'deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves', bullying can take different forms. The main types are:

- Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Pushing, kicking, hitting, punching or any use of physical aggression
- Name-calling, sarcasm, spreading rumours, teasing
- Racial taunts, graffiti, gestures
- Unwanted physical contact or sexually abusive comments
- Abusive comments focussing on the issue of sexuality
- Cyber-bullying – use of email, text, social media, online games communication.

We need to be constantly monitoring for peer on peer abuse and ensure adults are in key areas of school.

Bullying can take place in the classroom, playground, and toilets, on the journey to and from school, on trips and online. It can take place in group activities and between families in the local community.

We all at Lydgate Junior School strive to create a safe environment where children can learn and play, can talk about their worries, and can feel confident that an adult will listen and offer help. We recognise our duty of care and our responsibility to safeguard children from harm and keep them free from bullying.

We expect anyone who knows that bullying is happening to tell a member of staff. When bullying has been reported, we will always investigate and respond. The school will ensure the safety of any child being bullied and improve behaviour from children involved in the bullying.

There are many opportunities for children to develop their understanding of bullying and share their experiences, which is a strong preventative measure. Our Rights Respecting Schools (RRS) ethos and culture allows all children to learn about their rights with regard to bullying. If our RRS ethos is working fully everyone will be mutually valued and respected regardless of gender, race, sexual orientation, belief, age, disability or academic ability.

All pupils and parents/carers should contact school if they are concerned about bullying.

As a school we take bullying very seriously. Pupils and parents/carers should know that they will be fully supported when bullying or cyber-bullying is reported. Bullying and cyber-bullying will not be tolerated.

We believe every child, including those who are vulnerable or disadvantaged, has the right to the best possible start in life through the provision of an appropriate education.

Children have the right to grow and develop in safety and free from prejudice and discrimination, to be treated with respect, to belong to and be valued in their community, and see their needs and interests at the heart of everything we do.

## **b) Why is it important to respond to bullying?**

Because bullying hurts.

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying. If bullying or cyber-bullying does occur, all pupils should feel able to report it and know that the incidents will be dealt with promptly and effectively. It is our collective responsibility as members of the School to report bullying in order to protect the rights of others within our school community.

We ensure that all parents/carers, staff and pupils have full access to this policy via the school website or office.

Strategies to help prevent the occurrence of bullying behaviour:

- We model and promote tolerance, understanding, respect and acceptance of difference.
- This is developed by keeping children's rights at the heart of our School. It is demonstrated in our relationships and made overt in our descriptions of how we believe our School should work.
- We talk about these essentials continually.
- We make sure all children are aware of how behaviour may be classed as bullying and this is reinforced regularly through assemblies and RRS education, and is integrated throughout the curriculum.
- We use PSHE, Thrive and Zones of Regulation activities where all children can develop social and emotional skills in order to judge their behaviour and its effects on others.
- Stories, drama, role play and discussions in all curriculum areas where children are offered further opportunities to reinforce and promote positive behaviour and empathy skills.
- Staff being committed to always listen to and encourage children to be open about their feelings.
- Children being given opportunities to discuss concerns and strategies through the School Council.
- Situations, staffing levels and placement, routines, expectations, supervision levels and proximity, freedoms and trust, IT access, internet safety education and so on are kept under constant review.
- Regular monitoring of recorded behaviour incidents.
- Plans and the provision of targeted activities to engage individuals and groups at specific points in the day (e.g. lunchtime clubs).

### **c) Management of bullying incidents at school:**

If bullying occurs:

- A secure environment is provided in which incidents can be reported confidently.
- A written record is kept on CPOMS of bullying incidents.
- The pupil who has been bullied should be made to feel safe and be treated in a respectful manner.
- All pupils should be aware / shown that bullying is taken seriously.
- The school will protect, respect and support all parties involved.
- The person who has bullied will be encouraged and expected to behave in an acceptable way (referring to Charters / UNCRC etc.).
- The situation will be monitored and followed up appropriately.

Procedures when bullying is evident or reported:

- Staff will intervene when bullying is reported.
- Staff will investigate – listen to all parties and witnesses.
- The incident will be recorded on CPOMS.
- The child being bullied will be made aware that the incident will be dealt with and support will be put in place for them.
- A suitable sanction will be implemented for the child / children doing the bullying.
- Support will be put in place to change / modify the behaviour of the bully.
- The parents / carers of the child being bullied will be informed and invited to meet with an appropriate member of staff.
- The parents / carers of the child doing the bullying will be informed.
- Staff will monitor the behaviour of both 'victim' and 'perpetrator'.

#### **d) Role of parents / carers:**

Families have an important part to play in our anti-bullying work. We ask parents / carers to:

- Look out for unusual behaviour in your child – for example, they may suddenly not wish to attend school, feel ill regularly or not complete work to their usual standard.
- Always take an active role in your child's education.
- If you feel your child may have been a victim of bullying behaviour, inform the class teacher or a member of the SLT immediately. Your complaint will be taken seriously and appropriate action will follow.
- If another child has bullied your own child, please do not approach that child or their family; please inform the school immediately.
- It is important that you advise your child not to fight back physically or with the same sort of behaviours they are suffering. It can make matters worse. However, we do ask you to advise your child to take some action – complaining, saying 'No', telling an adult, and supporting a child who is being bullied or socially excluded, and so on.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the School's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issue with them and inform School. The matter will be dealt with appropriately.

## **11. Suspensions**

The school will follow all guidance outlined in the DfE Suspension and Permanent exclusion guidance September 2023.

Suspension is a disciplinary sanction that the Headteacher will only use in response to serious or persistent breaches of the schools' Behaviour Policy and expected code of conduct. When a pupil fails to comply with the expected code of conduct there is need to intervene promptly and effectively in order to keep the pupil within school wherever possible and to avoid the ultimate sanction of permanent exclusion. Arrangements will be made for the school to provide and mark work during periods of suspension.

The school also reserves the right to ban parents / carers or other visitors from the school premises if their behaviour towards staff, children or other adults is considered to be unacceptable, particularly if they are:

- Verbally or physically aggressive.
- A danger to themselves or others.

Please refer to our Complaints Policy for further information on this area.

## **12. Positive Handling / Physical Intervention / Restraint**

In limited situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may:

- be causing harm to themselves or another person,
- involve damaging property,
- seriously disrupting teaching and learning, or undermining good order and discipline,

the law allows staff to physically restrain a pupil using reasonable force.

Those members of staff who have undergone physical restraint training (Team Teach) are the most likely to be called upon to physically restrain a pupil, should this ever be necessary. However, this does not remove the same power from any employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, the appropriate record will be made on CPOMS and the parent / carer of the child will be informed. This point should only be reached when all possible options for giving the pupil time / space to regain self-control, through de-escalation and distraction, have been exhausted. Children are restrained to keep them and everyone else safe.

## **13. Confiscation of Inappropriate Items**

Legal provisions allow school staff to confiscate items from pupils. The legislation does not describe what must be done with the confiscated item.

School staff also have power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

All confiscations will be recorded on CPOMS, indicating what was confiscated, why, and when, and how the item has been subsequently handled.

Confiscation of weapons, knives and extreme or child pornography must be reported to the Police by the Headteacher, and will be handed to them on their request. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

#### **14. Powers to Discipline Pupils - Employed Staff**

The Education and Inspections Act 2006 included a specific power for teachers to discipline pupils – for breaking a school rule, failure to follow instructions or other unacceptable behaviour. It applies at any time a pupil is in school or elsewhere under the charge of a teacher, including where a pupil is participating in an educational visit. The power also applies to other staff with responsibilities for controlling pupils, such as teaching assistants and midday supervisors. The Act also states schools' discipline and behaviour policies may allow teachers to regulate the conduct of pupils when they are off school premises and not under the control of school staff.

#### **15. Pupils' Conduct Outside the School Gates – Teachers' Powers**

At Lydgate Junior School we may take action in cases of misbehaviour that take place when pupils are away from school premises and outside the jurisdiction of the School, for example travelling to or from school, during weekends and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School community or a member of the public, or which brings the School into disrepute.

#### **16. Review of Policy**

Policy reviewed July 2024. The Governing Board will review this policy at three-yearly intervals, or sooner if circumstances require.